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ABSTRACT

A proposal is made for creating a one-month study unit for the study of Haiti by eighth grade, social studies students. Background information on Haiti's geography, population, economy, culture, and history is provided. Ideas for three lesson plans on Haiti include the iron market in Haiti, Haitian history, and the role of voodoo in Haitian culture. Each lesson has a stated goal, knowledge/skills utilized, objectives, instructional activities, and assessment. Contains 10 references. (DB)

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HAITI: A DEVELOPING NATION

By
Valerie Kaufmann

U.S. DEPARTMENT OF EDUCATION
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Valerie Kaufmann May 15, 1993

HAITI: A DEVELOPING NATION

Three years ago I had the privilege of spending ten days in Haiti working at a medical clinic sponsored by my church. During my visit, the Haitian government was overthrown by a military coup. This experience has had a lasting impact on my life and the way I view our country and culture. I would like to use my experiences in the classroom to help the children learn about the history, the geography, and the people of this beautiful Caribbean nation. It is my proposal that approximately one month of 8th grade social studies be devoted entirely to studying Haiti. Learning about this country will provide precious insight into our own county and its struggle for development.

Haiti offers a wide variety of topics that are very relevant to studying social studies. It is a very beautiful country with a wide variety of landscapes, so it would be perfect for a geography lesson. Often called the "Black Republic," Haiti occupies the western third of the island Hispanolia. The Dominican Republic lies to the east. (Weddle 1987, pg 9) Haiti is approximately 10,714 square miles and is slightly larger than Vermont. (Weddle 1987, pg 7) The northern coastline is bordered by the Atlantic Ocean, and the southern coastline by the Caribbean Sea. Haiti is 50 miles southeast of Cuba and it enjoys a tropical marine climate all year round. The capital city of Port-au-Prince averages 80 degrees fahrenheit, with a low of 68 at night and a high of 94 during the day. (Weddle 1987, pg 9)

Haiti is more mountainous than Switzerland, with almost 3/4 of the country covered by mountains and peaks as high as 8,790 feet. (Weddle 1987, pg 8) Because of its location, Haiti has often been battered by hurricanes. There are virtually two seasons in Haiti, dry and rainy. The rainy season runs from April through June and again from October to November. It rains almost every day during these times. (Weddle 1987, pg 9) Haiti has very few natural resources, bauxite is its only commercially mined substance. (Weddle 1987, pg 10)

A lack of natural resources is only one of the many reasons that Haiti is a third-world country. Haiti is the poorest nation in the western hemisphere with approximately 5 percent of the population accumulating more than 50 percent of the national income. Eighty percent of the population earns less than $130 per year. (Weddle 1987, pg 37) Haiti is very overpopulated with 5.9 million people or about 500 persons per square mile. (Weddle 1987, pg 34) Even though the constitution guarantees free primary and secondary education, more than 80 percent of the population cannot read or write. (Weddle 1987, pg37) The average Haitian will live to be 53 years old. Seventy-eight percent of the children suffer from malnutrition and one out of every four children die from a preventable disease by the age of five. There is only on physician per 8,200 inhabitants. (Weddle 1987, pg 43) The population is expected to double by the year 2020 if growth continues at its current pace. (Weddle 1987, pg 44)

Because Haiti is a third-world country, its economy is virtually non-existent. Commercial fishing is the country's major resource, but the problem is they do not have modern fishing equipment, so they

rarely venture more than a few miles off the coast. (Weddle 1987, pg 11) Haiti's main cash crop is coffee with 35,000 tons exported annually and sugar with 3 million tons. (Weddle 1987, pg 47) Haiti has some light industry, mainly in textiles because labor is so cheap. The average industrial worker earns $3 per day. (Weddle 1987, pg 56)

Culturally, Haiti offers a very unique situation that most children in the U.S. will not be familiar with. Voodoo is more prominent in Haiti than perhaps any other country in the world and with voodoo comes customs and traditions that seem archaic and even crazy to people in this country. Although the country is 90 percent Roman Catholic, it is almost 100 percent voodoo, despite the official strictures against it by the Catholic Church. Voodoo means "god, spirit, or sacred object." Voodism has nothing to do with black magic, but is in fact a true folk religion invoking the spirits of ancestors, African gods, and Christian saints. (Metraux 1972, pg 45) An authentic voodoo ritual with animal sacrifices begins with a prayer or musical invocation and is followed by rites. It ends with the upbeat and musical banda. The ceremony is conducted by a high priest or priestess. During the ceremony there are prayers and songs to the gods. To be in communication with the god, the believer must become "possessed" by the spirit of his god. Possession is induced mainly by the drummers who beat out a "hypnotic rhythm with such intensity of percussion that frenzied singers often fall to the floor completely exhausted." (Metraux 1972, pg 46) This means the god has entered the worshippers body. Voodoo traces its origins back to African tribal religious beliefs. Ninety-five percent of Haitians

claim the purest form of descent from imported slaves. (Metraux 1972, pg 6)

Most of Haiti's problems with its economy, government, race relations and voodoo can be directly traced to its colorful history. The European history began on the evening of December 5, 1492, when a lookout atop one of Christopher Columbus's ships, the *Pinta*, shouted "Tierra! Tierra!" (Land! Land!) Columbus named the island La Isla Espanola (The Spanish Isle) which was later corrupted to Hispaniola. Columbus is buried in the Dominican Republic. (Weddle 1987, pg 17) Columbus went ashore near what is now Cap Haitien. He was greeted by the natives who showered Columbus with food and gifts. Three weeks after the Spanish landed in the New World, the *Santa Maria* was wrecked on the coral reefs at the entrance of Acule Bay. The native Taino people salvaged the wreck and carried it ashore. Columbus built a wooden fort with the lumber and founded the first European settlement in the New World on Christmas day, 1492. (Weddle 1987, pg 18)

When Columbus returned in 1493, he found the fort burned and the original settlers and friendly Indians massacred. (Weddle 1987, pg 18) He sailed farther east, but the next settlement failed to take hold because of the unhealthy climate. They moved to the southern coast of Hispaniola in 1496. This fort flourished, not because of what the land produced, but because it served as a base of operations for the Spanish conquistadors who were exploring and conquering nearby lands in their relentless pursuit of gold and silver. By 1550, though, the settlement was almost completely deserted. The settlers were fighting for their lives under the constant attack of

warring Indians, and the original, once friendly Indians were fighting for their lives under the punishment of cruel overseers, who forced them to dig for gold until both the Indians and the metal were exhausted. (Weddle 1987, pg 19)

Spain was unable to cope with the widespread seizure of land by the ruthless pirates and ceded the western third of Hispaniola to France in 1697. This is the area now known as the Republic of Haiti. (Weddle 1987, pg 20) The French colony prospered using black slaves brought from Africa. The economy depended on sugar, rum, and the importation of more and more slaves. On the eve of the French Revolution, Haiti had a population of about 500,000 black slaves, 30,000 whites (French plantation owners) and 27,000 mulattoes. The mulattoes were free, but were severely restricted by racial laws. (Weddle 1987, pg 21)

In 1791, the slaves had a successful, but violent uprising where thousands of colonists were killed and plantations burned. Although the slaves later suffered strong reprisals, with an estimated 20,000 massacred, their hopes for freedom continued to grow and in 1793, Sonthanax, the ruler of Haiti, granted the slaves their freedom. (Weddle 1987, pg 22) Eleven years of bloody fighting followed the slave's freedom to keep out the British and English and overthrow the French. (Weddle 1987, pg 23) On January 1, 1804, Saint Domingue became Haiti- the first independent black state in the New World. (Weddle 1987, pg 25)

The country soon split with Christophe, a black ruler governing the north from Cap Haitien. He is responsible for the famous Citadelle Laferiere. The fort was built for defense against the

French on a 3,000 foot high mountain peak accessible only by mule. 200,000 workers toiled 13 years to build the fort that is large enough to hold supplies for 10,000 soldiers to last five years. (Weddle 1987, pg 26) Although more than 20,000 workers died from exhaustion during its construction, not a single one of its 365 cannons was ever fired. (Weddle 1987, pg 27)

Between 1843 and 1915 there were 22 Haitian heads of state. (Weddle 1987, pg 27) Haiti was a nation of many problems, even though its people had gained independence many years before. The large plantations and thriving sugar mills had been destroyed during the long slave rebellion. Haiti was now a nation of small farm owners, and the former black slaves were content to raise just enough food for their own immediate family usage. (Weddle 1987, pg 28) The U.S. occupied Haiti from 1915-1934 to try to provide some stability to the country. Many Haitians resented the occupation as a violation of Haiti's sovereign rights. There were several uprisings against the occupation and at least one dozen Haitians were killed by U.S. marines. (Weddle 1987, pg 30)

Things did not improve after the U.S. troops left Haiti. From 1950-1957, five different governmental regimes were toppled from office. On September 22, 1957, Francois Duvalier, nicknamed Papa Doc, a conservative, black, country doctor supported by the military and middle-class blacks was elected president for a six year term. (Weddle 1987, pg 30) In 1964 a new constitution was adopted naming Duvalier president for life. He ruled with tyranny by the aid of a secret police, the Tonton Macoute, and survived several violent outbreaks against his rule. (Weddle 1987, pg 31) Voodoo became

central in the organization of the Duvalier's. (Laguerre 1989, pg 101) Just before his death in 1971, he named his 19 year-old son, Jean-Claude (Baby Doc,) successor to the presidency. Baby Doc's regime lasted 15 years and during that time, Haiti's economy stagnated. (Weddle 1987, pg 31)

Protests against Baby Doc progressed in size and frequency until on February 7, 1986, Jean-Claude Duvalier flew to France to avoid a bloody popular uprising. (Weddle 1987, pg 33) Five men called the National Council of Government took over with their new president as Lieutenant General Henri Namphy. (Abbott 1988, pg 333) The new government soon lost credibility and popularity as it failed to act on the crucial issues including reforestation and the pursuit of Duvalierist criminals. Namphy's worst problem was the reemergence of the Tonton Macoute. (Abbott 1988, pg 337) On September 16, 1989 a coup ousted Namphy from power. (Abbott 1988, pg 371) He was replaced by General Avril who was in power for about one year until a coup on March 10, 1990 forced him from power. (Abbott 1988, pg 376) Ertha Pascal Trouillot, a woman, was named Haiti's 43rd president on March 13, 1990. (Abbott 1988, pg 377) Since that time Haiti held a general election naming Aristide president. He was forced from office in a military coup in September of 1991. He has vowed to return to power. (Weinstein 1972, pg 148)

I think the most difficult problem with studying a foreign country is trying to get the students to understand what life there is really like. I know that when I went to Haiti, I had many preconceived notions of what the country and the people would be like, but almost all of my perceptions were completely inaccurate.

The best approach to teaching this unit will be to surround the students with the sights, sounds, and smells of Haiti.

One option is to set up a market place similar to the Iron Market in Port-au-Prince. The market is unlike any other shopping experience they will ever have in the U.S. Hopefully by role-playing that situation it will provide them with a better understanding of the Haitian struggle to make a living. To set up and Iron Market situation, begin by discussing the concepts of supply and demand and limited resources. Use slides or picturees of the Iron Market and discuss how it differs from markets in the United States. Bring in rotten garbage, turn up the heat, and run a humidifier to make the market feel more realistic. Assing the students roles, where they will sell many of the goods found at the marketplace. Some students will be buyers. There will be a limited amount of money and a limited amount of goods. All the students will be required to buy or trade goods and then write a paper explaining supply and demand based on their role-play. They will also be required to make a budget based on limited money and explain what needs they will do without and how they will cope without those things.

Another lesson would involve the students investigating all the problems associated with the election held in Haiti about a year ago. After studying the election, they will compare Haiti's struggle for independence with that of the U.S. Finally, they will design a form of government they think would work in Haiti. This lesson will give them a better understanding of the privileges we enjoy in a democracy and how much we take our freedoms for granted. One of the major objectives will be to instill the value of the power of the vote in

the students. I think there is a lot of apathy in this country and people do not believe that their vote makes a difference. This lesson will be the most complex because it will involve an in-depth study of the history of Haiti.

The failure of recent governments is a direct result of Haiti's history. To study the history of Haiti, use several different methods including role-play, filmstrips, slides, lectures, and research. Most of the lessons will include a brief lecture by the instructor and a reenactment of the event by all the students. Create an outline together as a class to highlight important information. During one of the lessons, the students will set up a sugar plantation with some of the students playing the part of wealthy landowners and others as slaves. Discuss the class system in Haiti and have the students respond to the questions, how did it make you feel to be a slave, do you think slavery is right (why or why not,) and how does freedom of the slaves in Haiti compare to the way slaves in the United States were set free? To understand the period of dual rule, divide the class in half and put them in constant conflict with each other. Between 1843 and 1915 there were 22 Haitian heads of state. Each student will be given one minute to implement a project or game for the class to participate in. This will show the students how hard it is to make any significant changes when power is shifting hands so quickly. Discuss governments in Haiti's recent history including the March 10, 1990 military coup that ended with 26 people dead and Avril forced from power. The students will be assessed through a research paper and a time line comparing Haiti's history with the history of the United States.

After studying history, there are seven major issues that to look at associated with creating a successful government in Haiti. The essential change has to be in relations between the political elites and the masses. They are making Creole the official language (French is currently the official language even though nine out of ten Haitians cannot speak it and eight out of ten do not understand it and are unable to write it.), land tenures, decentralization of the government, environmental concerns (reforestation), justice, religious and racial tolerance, and exports and redistribution. (Weinstein and Segal, pg 171-174)

Another lesson to include deals specifically with the Haitian culture. Understanding a different culture is one of the most difficult and complex things to do, but I feel it is extremely important for our society to be aware of both differences and similarities. Culturally, many of the Haitian attitudes are based on voodoo. For example, according to voodoo, a woman in her child-bearing years must be pregnant or nursing at all times or she will become possessed by evil spirits. This helps to explain many of the overpopulation problems. I think to many students, most of the beliefs and practices will seem too foreign to them, so instead of comparing the Haitian culture to modern Anglo-American cultures, begin by comparing it to an Indian tribe. Most of the students will have seen movies or studied about Indian rituals and it will be easier to relate them to Haitian rituals. After completing this lesson, the students will be required to write a two page paper comparing the influences of voodoo on the Haitian culture to the influences of religions on the United States culture. This will show

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that they comprehend the culture beyond the comparison with Indian tribes.

There are many other possibilities for lesson plans geared specifically to social studies. It will also be very easy to integrate Haiti into the entire curriculum. For example, in language-arts, students will write poems or stories about the people of Haiti. They could also do a research paper or read a book about Haiti. In the arts, students can paint pictures similar to the painting made in Haiti. They can do wood carvings, weaving, or learn a dance. They can learn about the musical instruments in the Caribbean and listen to songs from the area. In science, they can discuss weather and study natural disasters like hurricanes or they could study the animal life and compare it to animal life in central Illinois. A math lesson could work with population growth or the economy. The possibilities are endless.

I think this unit would be most appropriate for upper grades, so I have geared my proposal to the 8th grade, but certainly some of the ideas could be used with younger students. I think studying about other countries is a vital part of education. Students must learn about others in order to appreciate the differences and the similarities in all people. I hope you will consider my proposal to include studying Haiti as a part of your curriculum.

Valerie Kaufmann
Haiti, The Iron Market

May 14, 1993
8th grade

State Goal:

1. As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

Knowledge/Skills:

M. Basic economic concepts that have traditionally shaped economic systems.
N. Traditional, market, and command economic systems.
O. Effects of basic economic principles on producers and consumers in the public and private sectors.

Objectives:

1. Given a role-play situation, students will be able to demonstrate comprehension by writing a page paper describing the concepts of supply and demand in relation to the role-play.

2. Given a sum of $300, students will establish a one year budget and demonstrate understanding of limited resources by listing the basic needs that they cannot afford.

Instructional Activities:

1. The instructor will give a brief description of the concept of supply and demand by using the example of Air Jordan tennis shoes and New Kids on the Block merchandise.

2. The instructor will then describe the Iron Market in Haiti and explain how it differs from malls here in the U.S. (open-air, bartering, sell everything) To explain bartering, I will use the example of two children trading baseball cards. I will also show slides of the Iron Market.

3. We will set up a role-play situation based on the Iron Market. To create a realistic effect, I will bring in rotten garbage to make the room smell, turn up the heater, and run a humidifier. I will base this role play on 20 students (16 will be vendors, 4 will be buyers.) The vendors will be

- -3 selling clothing:
  - -2 shirts $5 each
  - -2 pairs of shoes $10 each
  - -2 skirts $5 each
- -3 selling housewares
  - -2 pots and pans $5 each

-1 set of dishes $3 set
-2 baskets $3 each
-3 selling tourist type trinkets
-4 woodcarvings $4 each
-1 painting $8
-2 strings of beads $1 each
-6 selling food
-3 dozen eggs $0.50 dozen
-2 chickens $2 chicken
-8 pounds of vegetables $1 pound
-4 quarts of milk $0.50 quart
-3 pounds of fish $1 pound
-3 pounds of beef $3 pound

The vendors will be supplied with the amounts listed above. There is not a sufficient amount of food and there is an overabundance of other items, to help overemphasize the concept of supply and demand.

Two buyers will have $5, two buyers will have $10. Each buyer must purchase enough food to feed three people and one other item of their choice. The vendors may not sell their item for less than the listed price, but they may set their price as high as they want. If they do not make any money, they must trade their items for food because each vendor must also have enough food for three people.

Enough food includes these combinations:

1. 1 dozen eggs
   2 pounds of vegetables
   1 quart of milk

2. 1 pound fish/beef/chicken
   1 pound of vegetables
   1 quart of milk

The role play will last 45 minutes to one hour. At the end, the students will discuss what happened.

Questions to ask:

1. What items were in the greatest demand?
2. How did it feel to not be able to sell your goods?
3. How could we change things to make the situation better?

Discuss the concept of limited resources and ask the class how that applies to the role-play.

Assessment:

1. After the role-play, the students will be required to write a page reactionary paper. The paper must contain the concepts of supply and demand and limited resources and they must be explained in the context of the role-play situation.

2. The students will be give $300 and asked to create a yearly budget. The guidelines are:
Rent $20 per month
Food $20 per month
Clothing $5 per month

Medical $5 per month
Hygiene supplies $5 per month

They will be unable to meet all their needs, so they must attach a paper with their budget explaining their limited resources and how they will cope with out the things they cannot afford.

Valerie Kaufmann
Haiti- History Lesson

May 14, 1993
8th Grade

State Goal:

1. As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

2. As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

Knowledge/Skills:

1. Related to goal one:
   a. Major political events in the contemporary world and their impact on the changing structures and functions of governments.
2. Related to goal two:
   a. Chronology and significance of the major events in world history.
   b. Historical developments leading to the present similarities and differences among the world's people.

Objectives:

1. Given the history of Haiti's government, the students will demonstrate comprehension by explaining three reasons for the failure of the most current governments.

2. Given information about Haiti's history, the students will demonstrate understanding by selecting and explaining three events that led to progress in Haiti's development.

3. Given resource materials, the students will demonstrate awareness by comparing the history of the U.S. to the history of Haiti.

Instructional Activities:

1. The instructor will give a brief synopsis of the discovery of Haiti (Hispaniola) beginning with Columbus and the events that surrounded the first European fort built in the New World.
-After the synopsis, the students will role play the situation, depicting the actions of the Europeans and the Taino (the good people).
-After the role play, we will discuss the feelings of both sides and create a class outline on the board to keep track of the notes they need to have. We will add notes to this outline after every section

of the lesson.

Questions to ask the class:
What was the relationship between the Europeans and the Taino?
What indicators are there that they got along with each other?
What did you learn from this role-play situation?

2. We will discuss the Spanish conquest and search for gold in the New World.
-We will discuss the reasons why this affected Haiti. (it was used as a base of operation for explorers.)
-We will plot the courses of the explorers on a map.

Questions to ask the class:
Why was Haiti important in the exploration of the mainland of America?
What was the attitude of the Spaniards toward the Natives? How was this different than when they first landed?

3. Importing slaves to Haiti. Students will be shown segments of the movie *Roots*.
-They will set up their own sugar plantation system with some of the students playing the part of wealthy land owners and others as slaves. We will role play through the slave revolt in 1791 and the events that led to 1793 when Sonthanax granted the slaves their freedom.
-We will discuss the class system in Haiti: the differences between the whites, blacks, and mulattoes.

Questions to ask the class:
How did it make you feel to be a slave?
Do you think slavery is right? Why or why not?
How does this compare to the way slaves in the United States were set free?

4. The country split. The teacher will provide a brief lecture about the dual ruling in the country and then show the slides of the Citadel built under the rule of Christophe in Cap Haitien.
-We will split the class in two. Each side will be given a set of instructions to complete with a team leader. The teams will be in constant conflict because in order to complete their project, each team must use the computer. This will show the class what the dual rule was like and how ineffective it was.

Questions to ask the class:
Did you get anything accomplished with the class divided? Why not?
How does this relate to the situation we discussed in Haiti?

5. Between 1843 and 1915 there were 22 Haitian heads of state. To stress this point, each person in the class will be allowed to "rule" the class for one minute. This will show that no one could have accomplished anything because they were not in control long enough.

Questions to ask the class:

Were you frustrated when events changed before you could get them worked out?
How does it affect a government to have a different leader every 2.5 years?
How does this compare to our governments leadership during that same time? (they will have to look up who was in power and how long their terms were.)

6. Discuss the U.S. occupation of Haiti and the rise of Papa Doc in 1957. Relate this to recent events in Bosnia.

Questions to ask the students:

Are there similarities between situations in the world today and what happened in Haiti between 1915-1934?

7. The Duvalier reign. For this part of the lesson, we will once again role-play the situation. We will establish a dictator to set whatever class rules he would like and then appoint some students to be in a secret police to carry out those rules.
-After the role-play we will discuss why we do not have a dictatorship in this country and what prevents one from rising to power. This is intended to bring out the importance of voting, and the people having a voice in their government.

Questions to ask the students:

What led to Duvalier gaining control of Haiti?
How was he able to stay in power for such long time?
Could the same thing happen in the U.S.?

8. For the most recent history of Haiti, discuss the March 10, 1990 military coup that killed 26 people and forced Avril from power.

Questions to ask the students:

What happens during a military strike?
Why are the new governments established by military power?

Assessment:

1. The students will be required to write a short research paper stating at least three reasons for the failure of current Haitian governments and provide possible solutions for those reasons. The paper will also contain three events in Haiti's history that led to progress in the development of the country or government.
2. The students will make a time line comparing the U.S. fight for independence and freedom from slavery, and the Haitian struggle for independence and freedom from slavery. Their time line must contain reasons why historical events were successful or unsuccessful for each country.

Information for each of the lessons is provided in the books listed on the attached bibliography.

Valerie Kaufmann
Voodoo in the Haitian Culture

May 14, 1993
8th grade

State Goal:
3. As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

Knowledge/Skills:
H. Influences of customs, traditions, and folkways in shaping human behavior.

Objectives:
1. Given the customs and folklores of voodoo, the students will demonstrate knowledge by listing five characteristics in the Haitian culture that are different than cultures in the United States.
2. Given the customs and folklores based on voodoo, the students will demonstrate comprehension of culture by explaining two things that shape their culture.

Learning Activities:
1. Begin with a discussion of the Indian tribe, Sioux. Show portions of the movie *Dances With Wolves* to show how their culture is heavily based on their religious beliefs.
2. Ask students what they think of when the hear the word voodoo. Make a list of their ideas on the chalkboard.
3. Then discuss the origins of voodoo (African tribal religions mixed with European Christianity.) It is a true folk religion involking the spirits of ancestors, African gods, and Christian saints.
4. Describe what an authentic voodoo ritual entails and show segments from my home video with dancing and the witch doctor. The country is 90% Roman Catholic and 100% voodoo despite the official disapproval by the Catholic church. Voodoo means god, spirit, or sacred object. An authentic ritual involves an animal sacrifice and music, usually a drum. The person becomes "possessed" by the spirits which means the god has entered the worshipper's body and soul. Possession is the only way for believers to be in contact with the god.
5. Break students up into groups of three or four. The groups will compile a two page research paper on the culture of Haiti.
6. Each group will report their findings to the class and then we will discuss how voodoo has influenced the things they wrote about.
7. Then we will compare the Haitian culture with the Sioux Indians to show that many cultures are based on religious beliefs and practices.

Materials:
Dances With Wolves video
library books

Assessment:
1. Students will compose a list of at least five characteristics of

the Haitian culture that are different than the United States culture.
2. Students will write a one page paper explaining two things that have influenced their own culture.

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